

Research Writing for Graduates



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Introduction

A thesis doesn't just happen; it doesn't just appear on your desk at the end of three or four years of study and research. It is a written document which conveys probably the most comprehensive and complicated evidence-based argument you have ever tried to communicate. For all the books and papers you have read, for all the interviews, field notes or experiments you have undertaken, for all the conferences you have attended or departmental presentations you have given, at the end of it all you are assessed on one big book you have written. As you progress through your studies you will discover that writing research is intimately bound up with exploring your understanding and knowledge of your research field. It is through writing you that develop yourself as researcher and academic. Ultimately, it is through the written word that you communicate your ideas to a wider audience, who will assess the quality of your work. Writing is at the heart of a complex relationship between your personal, professional and intellectual development. Therefore, writing is a big part of doing and getting a doctorate, but in the UK at least writing has traditionally been something which is not taught. This course hopes to start to remedy that.

A PhD, in whatever discipline, is a large document and that brings with it a set of unique demands. The period of study is long, maybe three to five years. The research should be significant, comprehensive and original. However, your knowledge evolves over the course of the study: what you know in your third year is not what you know in your first few weeks after registering as a doctoral candidate. Many research students feel they have nothing to say in the early weeks and months of research, when they are still battling with 'the literature'. The goal of this workshop is to show you that you can start developing yourself as a research writer even in the earliest days of your PhD, in fact it is better to start now as you can develop effective skills early on which will save you time and improve your writing in the long run.

This workshop looks at how we define academic writing and whether there are any generic aspects to it. This section also explores who we write for, and therefore we also consider both what we expect from our writing and what our audience expects. We then try out several different writing strategies, which can be put to use in academic writing. We will explore how to use different writing tasks to reflect on and develop your thinking and understanding of the research field. The final part of the day focuses on some basic components of good writing, namely sentence and paragraph structure, and we finish by looking at some of the common

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strategies for referencing published work and the importance of getting the correct tone in your scholarly voice when discussing the literature.

Course aims

By the end of the course participants should be able to:

- think more critically about their own writing and the writing of others
- have a number of exercises they can use to critique the literature, explore their ideas and develop their academic writing
- have a number of strategies to employ to be an effective and serial writer
- and start to appreciate the stylistic and scholarly demands of a PHD as a piece of written research

Pre-course questions

1.) What is your motivation for coming to these workshops and what do you hope to get out of them?

2.) What is the purpose of a doctoral thesis?

3.) Who is the audience for your current writing and what do they expect of it?

4.) What do you expect from your writing at this stage in your studies and does this match the above expectations?

5.) Who is the audience for your final finished thesis?

7.) What challenges or difficulties, if any, do you face when writing?

8.) When was the last time you had any formal academic writing training?

9.) Do you ever discuss issues of academic writing, e.g. style or structuring texts with your supervisor(s)?

Part I: Writing Foundations

Defining the academic style

The two examples below come from PhD theses in very different scholarly disciplines. Answering the three questions over the page identify some of the features of academic style in the two examples, noting your answers in the boxes.

Example 1:

The second main paradigm in CDA orientates toward cognitive studies. Most notably developed by Teun van Dijk (1998) and Paul Chilton (2004), this approach also uses a three dimensional model to investigate discourse and society¹. This time the triadic method explores ‘how personal and social cognition mediates between social structures and discourse structures’ (Wodak et al, 1999: 7). The cognitive approach is particularly helpful in viewing discourse participants as social and individually motivated agents. Ideology is, by definition, a group phenomenon: a system of beliefs common amongst a collective (van Dijk, 1998). The cognitive CDA paradigm, in addition to the above social thinkers, borrows from cognitive linguistics (e.g. Fauconnier, 1997; Lakoff, 2002, 1987; Lakoff and Johnson, 1981; Sperber and Wilson, 1995; and Turner, 1991) and cognitive scientists (e.g. Abrams and Hogg, 1990; Billig, 1982, 1990; and Tajfel, 1981, 1982) to examine the relationships between language, group identity and the maintenance or resistance of social structures, roles and institutions.

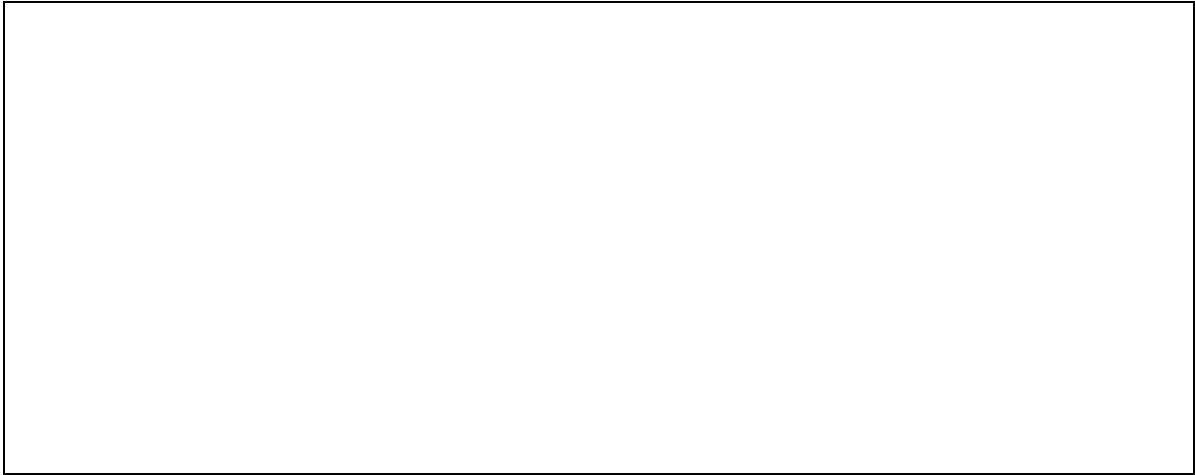
Soule, D. P. J. (2006) *The construction and negotiation of meaning in Scottish political discourse*.
University of Glasgow

Example 2:

It is important to understand that quadriceps weakness can occur due to muscle inhibition as well as being due to atrophy (Stokes and Young, 1984; Hurley and Newham, 1993; Young, 1993), but scientific understanding of the mechanisms in AMI remains incomplete (Hall et al., 1993; Berth et al., 2002). It is believed that inhibitory afferent impulses from the knee joint reduce the level of quadriceps activation (Iles et al., 1990; Young, 1993) This view is supported by recent finding that subsequent to unilateral knee arthroplasty, reflex inhibition reduced and maximal voluntary contraction force increased significantly in the quadriceps of the replaced knees, possibly due to removal of the arthritic joint and pain alleviation (Berth et al., 2002; Machner et al., 2002). Importantly for rehabilitation, whilst OA knee patients cannot fully activate the quadriceps during a maximal contraction, exercise training can increase the level of activation, although not to normal levels (Hurley and Scott, 1998).

Dixon, J. (2004) *An electromyographic analysis of quadriceps femoris in patients with osteoarthritis of the knee*. University of Teesside.

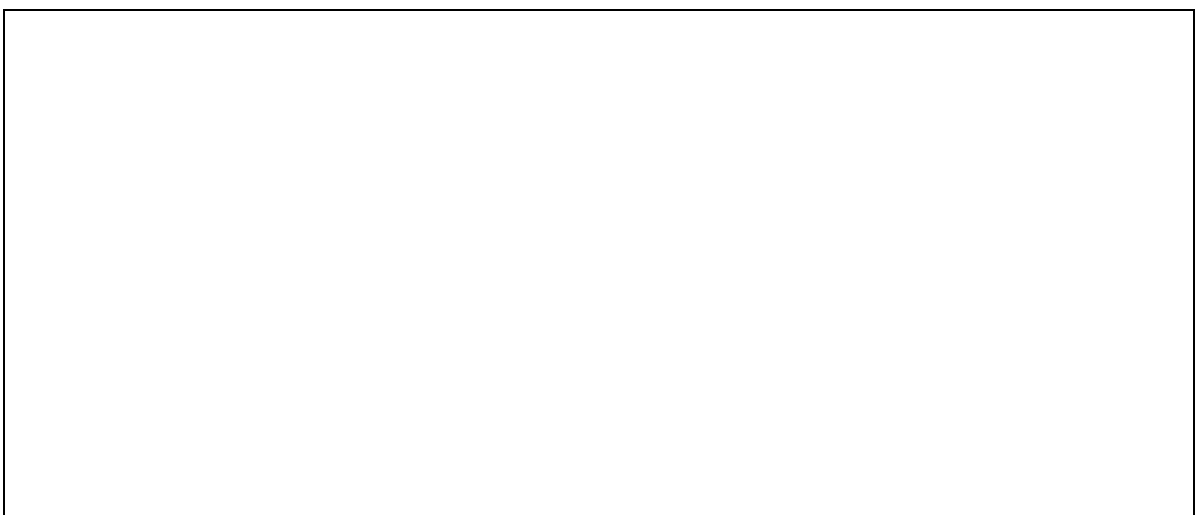
What tells you these are pieces of academic writing?



Why are these features used by the writers and not others?



How would your discipline do things differently from these examples?



Thinking about sentences:

I would like us to think about sentences briefly. This is a subject that we could spend a lot of time on, time which we don't have here. As such, for a much more in depth consideration I would refer you to a good style guide like Strunk and White's *Elements of Style* which is in the bibliography of this workbook. That said there are a few things you should bare in mind. Read the following two sentences from published works and see if you think they are clear and well written. If not, what is wrong with them?

1. 'The move from a structuralist account in which capital is understood to structure social relations in relatively homologous ways to a view of hegemony in which power relations are subject to repetition, convergence, and rearticulation brought the question of temporality into the thinking of structure, and marked a shift from a form of Althusserian theory that takes structural totalities as theoretical objects to one in which the insights into the contingent possibility of structure inaugurate a renewed conception of hegemony as bound up with the contingent sites and strategies of the rearticulation of power.'

(Butler, J. (1997) 'Further Reflections on Conversations of Our Time'.
Diacritics, 27(1): 1997: 13-15.)

2.

Theodectes, a contemporary and, in all probability, associate of Aristotle, is the first author known for certain to have composed a theoretical, analytical *technē* listing and evaluating the various procedures that he felt to be especially appropriate to each of the four "part" – proem, narrative, proof, and epilogue – normally found in a courtroom speech.

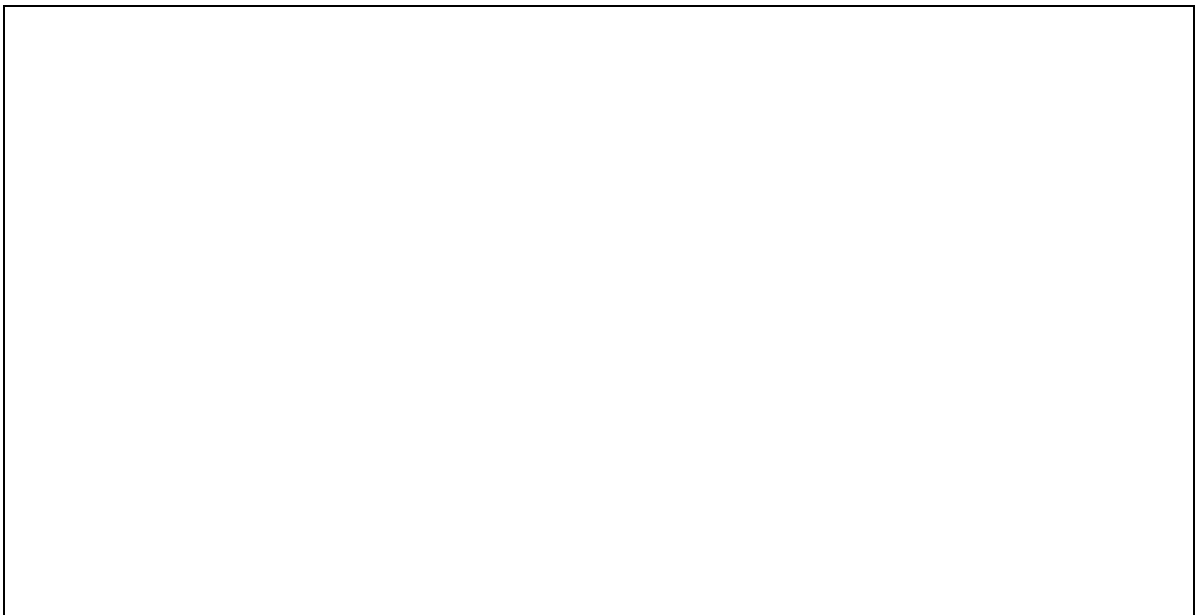
(Cole, T. (1991) *The Origins of Rhetoric in Ancient Greece*. London: John Hopkins University Press, p.82)

3.

‘Continuous history is the indispensable correlative of the founding function of the subject: the guarantee that everything that has eluded him may be restored to him; the certainty that time will disperse nothing without restoring it in a reconstituted unity; the promise that one day the subject – in the form of historical consciousness – will once again be able to appropriate, to bring back under his sway, all those things that are kept at a distance by difference, and find in them what might be called his abode.’

(Foucault, M. (1989) *The Archaeology of Knowledge*. London: Routledge. p.12.)

Are there any difficulties with these sentences?



Tips for editing sentences:

Tip 1: The three line rule – an academic friend of mine, who did most of his research training in the U.S., once told me he used a ‘three line rule’ when writing. This meant that whenever he was writing or editing his work, if a sentence went over three lines he would stop and ask himself whether this was in fact two sentences. I think this is pretty good advice, not a rule but a guideline to prevent large unwieldy sentences. The trick is not to be a slave to the ‘rule’; some sentences over three lines will work. If you know how to use commas, colons and semi colons effectively then you can generate well crafted, intelligible, long sentences. If you are not sure about punctuation conventions then, again, I suggest you consult a good style guide or one of the interactive websites in the bibliography.

Tip 2: Don't be too verbose – Long sentences are often the result of unnecessary words. Howard Becker, the esteemed American sociologist, has written a lot about writing, and he has the following advice about how to deal with unnecessary wordiness:

An unnecessary word does no work. It doesn't further an argument, state an important qualification, or add a compelling detail. (See?) I find unnecessary words by a simple test. As I read through my draft, I check each word and phrase to see what happens if I remove it. If the meaning does not change, I take it out. The deletion often makes me see what I really wanted there, and I put it in. I seldom take unnecessary words out of early drafts. I'll see them when I rewrite and either replace them with working words or cut them.

(Becker, H. (1986) *Writing for Social Scientists*. p.81)

Tip 3: Write active sentences – nearly every style guide will tell you that writing in the active voice is an important feature of 'good' style and clear writing. However, academic writing often has passive sentences, where the subject comes at the end. Compare the following two sentences, one active and one passive:

(Active) Gillian kicked the ball

(Passive) The ball was kicked by Gillian

(Passive elided) The ball was kicked

Generally, I think that writing in the active voice is clearer and easier for readers to follow the subject of the sentence, but I would give a word of warning. PhD students are not in a powerful position in terms of their research community and a big part of writing a PhD is learning to write and sound like someone who is a philosopher, a nurse, a sociologist or whatever. Therefore, I would temper this advice by suggesting you look to the conventions of your discipline as your initial starting point.

Paragraph structure:

Stephen King, in his book *On Writing: a memoir of the craft* (2001), notes that ‘the paragraph, not the sentence, is the basic unit of writing’

Exercise: Building a paragraph [appendix p.23]

In small groups, put the paragraph back together, trying to arrange the fragments in the right order. What in the text informs your decisions? What features of the text help the paragraph cohere and be cohesive? Consider what features of the text signal text structure and/or the paragraph’s main point. How is the paragraph linked to other parts of the text, linking forward (cataphoric), backward (anaphoric), and externally (exophoric)?

Generic paragraph structure

1. Main point/topic sentence – this should be linked to, or contrast with the last sentence of the previous paragraph
2. [Elaborate on the main point]
3. Examples and illustration of your point
4. Come full circle to say how your example(s) illustrates your main point
5. [Signal next paragraph]

Reviewing and Using the Scholarly Literature

Exercise: What is a literature review? [appendix p.30]

In your groups try and decide the most important things a literature review should do, using the resources provided. Also consider:

- 1.) Are there any things a literature review should not do?
- 2.) Are there any areas of dispute, if so why?
- 3.) Is there anything you think should be added that is not included in the resources?
- 4.) Does the type of study you are doing affect your critique of the literature, i.e. what you write about, how you write about it, where to write about the literature?

Referencing strategies: these are some of the main ways to talk about references

1. **Integral** – the cited work is not directly referred to in the sentence but the author(s)' name(s) appear in parenthesis and the reference supports a paraphrase of previous work or asserted knowledge.
2. **Attributed** – the name(s) of the author(s) appears in the sentence, with the date (and page number where appropriate) in parenthesis.
3. **Reported** – direct quotation from a secondary text, where the quote either sits in “ ” or, if lengthy, is indented after a line break. Author(s)' name(s) may either appear in the sentence with date and page number(s) in parenthesis, as with attributed references; or author(s)' name(s), date and page numbers are all in parenthesis, as with integral references.
4. **Self referencing** – where the author(s) refer to their own work, without directly quoting.
5. **Self referencing reporting** – where the author(s) refer to their own work, quoting directly.

These methods of referencing can also be combined for multiple references in a single sentence.

Exercise: How do we talk about the literature? [appendix p.31]

In your groups and using the descriptions above, identify the different referencing strategies, matching an extract of text to a referencing strategy. There is more than one example in a few cases and some are combinations of referencing strategies.

Exercise: Academic voice

When making claims about and critiquing literature novice writers can be over zealous and harsh in their criticism and need to modulate how they appraise the work of others. Similarly, they can be too enthusiastic about their favoured areas and thinkers and need to attune the appropriateness of their evaluations to the academic style. A third problem is that of ‘hedging’ and being too tentative with ones evaluation of the literature. Below are some fictional examples. Can you identify what is wrong with them and then rewrite them to eliminate the problem?

‘Gilbert and Sullivan (1935) completely underestimate the value of social critique in early twentieth century theatrical satire.’

‘The theories propagated by Bruce (1895) and Wallace (1901) concerning Mary Queen of Scots are baseless and unjustified.’

‘Thirkill (2001) presents a truly captivating account of mucus extraction from the nasal passages of the South African cork tree grub.’

‘The lack of research in this area demonstrates the pervading arrogance of current thinking.’

‘Warhole’s (2004) problem could possibly be considered a product of his epistemology.’

Part II

Building a writer's toolkit

An important part of writing a thesis is obviously producing the words. Many writers/researchers encounter difficulties with getting the words on the page. This section introduces some strategies writers can use to generate both new writing and develop and articulate new thinking. Some of the exercises are quite free and uninhibited, while others are more structured and pointed. As you experiment and become familiar with them you can start to adapt them to your specific needs. The process can be quite iterative, whereby your research and thinking informs your writing and then as your thesis develops, your writing informs your research and thinking.

Different strategies suit different people. The idea is to introduce you to a number of different tools which you can then adapt to tackle your individual challenges.

Exercise: Free writing

Writing continuously in complete sentences for 5 minutes on what you want to write about next. Don't worry about structure or somebody else reading it, this is for your eyes only.

You can use this exercise like brain storming, putting down what you know on paper to see exactly where your learning is, or to do a quick sketch of a forthcoming task, from which further ideas and writing tasks can flow. The key is to have one fairly clear task or topic in mind and set an appropriate time limit.

Writing to record, writing to generate ideas, writing to clarify and refine ideas:

Early on in your studies you might not feel you have a bearing on the mass of research literature out there but you still need to engage with the literature, usually by making notes. A common problem is that graduate students take copious notes to make up for their lack of understanding or as a way to fight back against the seemingly impossible volume of reading. However, later on you may find that you assess papers and books differently, particularly in relation to the manner in which they inform your work, or how important they are to your thinking, but you have then to deal with the mass of less informed notes you made a year or so ago. Just on the level of volume notes can be difficult to handle, as you struggle to find a quote on a particular paper. I recommend that you write in layers when you take notes, so instead of writing a lot about things you don't yet know well, write concise summaries of research papers and books which allow you to easily come back and amend, adding further detail as your reading widens and your understanding deepens. The following two exercises will help you do this.

Writing about your literature prompt 1: Critical Reading Form

Some of you probably already do this. Sometimes it can be better to set some parameters to your writing and your reading and your supervisors are probably urging you to 'be more critical'. This form and the next are designed to focus you in on the 'critical' aspect of reading, as well as to get you to practise good note taking and bibliographical habits.

I have presented this prompt as a *Critical Reading Form* which you can fill in after every research paper or book you read. This can be a good way to keep track of what you have read and develop your critical reading skills. Complete the points below by writing in full sentences; however, try not to write too much, when reviewing a journal paper, for example, you should try to summarise it with no more than two to three sentences in each section. Being able to summarise books in the same way is also important, though more challenging due to their size and complexity, therefore this is good skill to start developing from day one of your research. You can use the *Critical Reading Form* to summarise a whole book or individual chapters.

6. How is this work connected other research in the field?

7. How is this work relevant to your assignment?

8. What are the limitations of this work?

9. Useful quotation (optional)?

Code: circle as appropriate

1. Very useful, return to for more detailed analysis
2. Useful and of general importance
3. Relevant but of minor importance
4. Not relevant

Tips: 1.) create a MS Word template of the *critical reading form* which you can open and fill in after each paper. In addition set up a filing system on your PC to organise your notes. Remember to back up all your files, getting in the habit of synchronising your home and university computers and any external drives you have. 2.) Important papers and books you will return to and then add an extra level of detail to the form, writing a paragraph or page for each section of the form. 3.) Use the forms as examples of your writing and thinking which you can use in supervisory sessions. These forms are good ways to practise your academic style and receive feedback on it. 4.) Many of the new electronic reference management software packages, which help you build accurate bibliographies, also have sections for notes. You can copy in the content of your form to these notes sections.

Writing about your literature prompt 2: critical summary of the literature

Your knowledge of the research field will change over time. You will increase your breadth of understanding and, consequently, you will probably reassess earlier assumptions about previous research and your own work. The following prompt is to help you write on what you know about a wider area, rather than just one piece of research, as with the previous prompt. A review of literature should not just be the retelling of everything that has come before. It should be a synthesis of the state of research around your chosen topic, with a particular relevance to identifying a gap in understanding or the limitations of research. What we call ‘critical’ reading and writing is demonstrated when you can do some of the following things: you should be able to draw together important strands of research and demonstrate how they relate to the thesis in a relevant way; you should be able to articulate the strengths and weaknesses of previous work and start to see where gaps in and limitations of research exist and if you are writing a dissertation, how your research would fill that gap; and you should also be able to do this clearly and succinctly by quoting relevant sources but also by summarising and paraphrasing work, supporting it all with appropriate references.

Use the following prompt every three to six months, or whenever you feel your reading has moved on. The following exercise aims to help you do this, asking you to summarise what you know as well as to make your reading explicitly relevant to your research. Write no more than three to four sentences for each of the questions and spend no more than 15 minutes on this. You can also expand this into a longer and more detailed exercise.

Writing a critical summary of literature exercise

1. Who are the most important researchers/theorists to your current thinking?

8. What is the original contribution of your work?

Note: If you cannot answer any of these questions that is ok to begin with but you should use those gaps to direct your reading. Again use this exercise as a way to generate shorter pieces of critical writing which both help you develop your skill as a writer and enable you to get feedback on your writing from your supervisor at an early stage. Remember to write in layers: you can revisit this exercise time and time again building detail and complexity as your understanding develops.

The following prompts we will look at are intended to help you actively link your research and knowledge of the research literature through your writing. If you are early on in your studies you may struggle to write to these prompts. That being the case, the prompts should then give you an idea of what you don't yet know and, therefore, point to what you need to do. Once you start gathering data and subjecting it to analysis, you may find that your interpretation of the results changes over the course of your studies. This might be because your reading has expanded and the implications of your findings change in light of this understanding. It is then valuable to return to and reassess your work in relation to the research field and to your thesis as a whole.

Writing about your research prompt 1: Starting to develop your research hypothesis

Purpose: early in your studies you might use the following prompt to help start thinking about and articulate your research hypothesis. Write in the present-continuous tense to put you in a positive frame of mind of doing research and writing about it, rather than thinking about doing it. Again this is the type of exercise you can use as a talking point in supervision meetings.

- My research question/hypothesis is...

- I am investigating this because...
- The data I look at to investigate this is...
- The research methodologies I use are...
- I use these methodologies because...
- I am looking for...

Writing about your research prompt 2: Developing your research ideas

The following prompt is for further along in your studies. It should help you reflect on what you have done but also continue to help you articulate your research in terms of the scholarly questions you need to answer. This task will also encourage you to reflect on the research process and how plans shift and change in light of doing research and finding things out. Information on how your project adjusted and changed in practice can form an interesting part of the discussion of the limitations of your thesis, typically found in the concluding chapter.

- My research question/hypothesis was...
- I am investigating this because...
- The data I looked at to investigate this was...
- The research methodologies I used were...
- I used these methodologies because...
- I was looking for...
- I found that...
- This means...
- The contribution to the research field is...
- This fits into the rest of my thesis by...
- My original proposal has evolved in the following way...

TED with a silent G: The Four Components of Effective Writing:

1. G

2. T

3. E

4. D

Writers' maxims:

1. Writers write and you are a writer
2. If you don't have it on paper you don't have anything to work with
3. Good writing is rewriting
4. Writing is hard and painful so remember that, get use to it, and get writing.

Top tip: always have a note book with you that you can scribble ideas in, experiment with your style or your thinking. Note books are a safe place to try out new things.

Exercise 1: Generic thesis structure [appendix p.33]

In your groups, can you decide on and build a generic structure for a thesis with the resources provided? Fragments with block capitals represent possible main rhetorical headings and

functions of a thesis. Fragments in lower-case are possible lower level rhetorical functions that you would expect the thesis to address.

Appendix

Exercise – Building a paragraph

(2) We consider now the second ingredient that may be seen as common to all of the contributions: the academic style of the contribution. (3) The author is self-effacing: the narratives presented in research papers are written in an ‘impersonal’ style. (1) The reader is assumed to have some knowledge of the context. This divorce from the identity of the author and any knowledge of the reader is fundamental to the academic style. (5) In another age we might have called the resulting style objective. (4) It is striking that the author claims no unique qualities or insights: there is the implication that the conclusions being drawn or the procedures being followed are within everyone’s capacity; at least everyone with a similar knowledge of the background or prior art.’

(Atkinson, J. and Crowe, M. (2006) *Interdisciplinary Research*. p. 8)

Exercise – What is a Literature Review?

GENERAL PURPOSES

- Synthesis or critique of published research in your area
- An Illustration of how previous research relates to the study at hand
- Demonstration of a gap or niche in research for the thesis to fill
- Indication of the most important areas of debate
- Interpretation of previous findings
- A research project in its own right

WRITING AND ARGUMENT CENTRED PURPOSES:

- Help the writer understand their place in the research field
- Aid the writer in formulating their research question/hypothesis
- Provide the background and justification for the forthcoming argument
- Give a précis and contextualise important aspects of previous research in order to set up further, more specific, references to literature later in the thesis

STYLE AND CONTENT:

- Give a fair and balanced account of areas of dispute
- Establish the thesis' research methodology and its theoretical underpinning
- Explain key concepts and how they will be used
- Tell a narrative of the history and/or development of your research field or theoretical area
- Talk about the social, cultural, political and/or historical background in which your research takes place
- Talk about the social, cultural, political and/or historical background of the object of your research

Exercise - How do we talk about the literature?

INTEGRAL:

In the European public discourse on immigrant minorities (IM) groups, there are two major characteristics (Extra and Verhoeven, 1998): IM groups are often referred to as *foreigners* and as being in need of *integration*.

SELF REFERENCING:

This chapter refers to a recent research paper co-written by the authors (Smith and Jones, 2006)

SELF REFERENCING REPORTING:

This thesis asserts, as sustained by published research based on its findings, that 'three toes are in fact better than two at gripping small stones on beach holidays' (Ego & Id, 2007, p. 101).

ATTRIBUTED:

The second main paradigm in CDA orientates toward cognitive studies. Most notably developed by Teun van Dijk (1998) and Paul Chilton (2004), this approach also uses a three dimensional model to investigate discourse and society.

Usono (2001, pp.17-23; 2002, pp. 136-149) made an initial attempt at designing a model to explain and predict the use of ICT for global planning.

REPORTED:

What should not occur in the exclusion of nurses' research it is insufficiently rigorous or too small in scope and scale. Kitson goes on,

What the EBM and CE movement have done is to help nursing demonstrate its contribution to patient care. This will continue if EBM and CE can acknowledge the characteristics of nursing which call for a broader methodological base upon which to evaluate evidence. (1997, p.38)

Kitson right to assert...

It was the only nation to have its own legal and educational systems and 'separate arrangements for the handling of executive business, but no separate legislature to which the Scottish Executive could be held responsible' (Bogdanor, 2001, p. 117).

ATTRIBUTED & REPORTED:

Ives et al. (1993) have also pointed out the need for compatibility of systems when they state that 'few multinational firms can boast of... globally integrated information processing environment' (p. 114)

ATTRIBUTED & INTEGRAL:

The development of questions to measure these components is based on attitude scales developed by Kay (1989), which are later used them to predict commitment to use computers (Kay, 1990).

INTEGRAL & REPORTED:

It has been argued that objectivity and scientific method in quantitative subjects are illusory (Rorty, 1982), and similar assertions have been made of social science:

If we get rid of traditional notions of ‘objectivity’ and ‘scientific method’ we shall be able to see the social sciences as continuous with literature – as interpreting other people to us, and thus enlarging and deepening our sense of community... If we emphasise this side of their achievement,... we shall not worry about how this style is related to the ‘galilean’ style which ‘quantified behavioural science’ has tried to emulate. (Rorty, 1982, p.202)

SELF REFERENCING & INTEGRAL:

We have previously discussed the need for harder measures for assessing human impact on global warming (Kane and Able, 2004), which concurs with others in the field (Isaac & Ishmael, 2003; Kelvin and Hobbes, 2004).

Exercise 1 – Generic Structure:

TITLE

SUMMARY/ABSTRACT

ACKNOWLEDGMENTS

CONTENTS

INTRODUCTION

BACKGROUND

REVIEW OF LITERATURE

Summarise and evaluate books, articles, theses, etc.

Define the gap in the literature

Define and justify your project

Indicate thesis structure

Indicate results

Indicate contribution

THEORY

APPROACH

METHODS

MATERIALS

SUBJECTS

Identify method

Explicate method of inquiry

Define theoretical approach

Define instruments

Show links between your method and others

Justify your method

Justify your approach

ANALYSIS

RESULTS

Analysis/Results

Report what you did, list steps followed

Document the analysis, showing how you carried it out

Report what you found

Prioritize sections for the thesis or for an appendix

INTERPRETATION

DISCUSSION

Interpret what you found

Justify your interpretation

Synthesize results in illustrations, tables, graphs, summaries etc.

CONCLUSION

IMPLICATIONS

RECOMMENDATIONS

Contribution to knowledge

Potential future research

Implications for future practice

Report issues which were beyond the scope of this study

Strengths and limitations

APPENDIXES

BIBLIOGRAPHY

References and Resources

Useful books:

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Useful Websites:

Monash University's Guide to Editing Your Thesis:

<http://www.monash.edu.au/lls/llonline/writing/general/thesis-edit/index.xml>

Monash University's Guide to Academic Writing:

<http://www.monash.edu.au/lls/llonline/writing/index.xml>

The ARIES (Assisted Revision in English Style) project:

<http://projects.scottishcorpus.ac.uk/aries/home.jsp>

Tim Albert Training: <http://www.timalbert.co.uk/>